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ABSTRACT

The document presents a model for the planning, development, implementation and evaluation of joint curriculum projects among secondary and post-secondary vocational educators, and a manual for implementing the model. Seven key elements are involved: (1) planning, with staff from both levels of institutions participating; (2) a commitment to competency-based instruction; (3) job task related instruction; (4) program flexibility in post-secondary schools such that incoming students may be granted advanced standing and credits for past learning experiences; (5) implementation consistent with local philosophy, needs, and preferences; (6) staff in-service programs; and (7) yearly progress review and evaluation. These seven activities are discussed in detail in terms of planning, development, implementation, and evaluation phases. The model hypothesizes that articulation between the two levels of vocational education will occur more readily if instructors from different levels of institutions can identify with and communicate about a common goal. Appendices present a variety of examples of model-related material, including surveys, a sample five year plan, project-related letters, a sample learning module, student progress record card, evaluation sheets, and a model diagram, among others. (LH)

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BRIDGING THE GAP

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A MODEL FOR ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY VOCATIONAL EDUCATORS IN WISCONSIN

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May, 1977

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"Man is a special being and if left
to himself in an isolated condition
would be one of the weakest creatures;
but associated with his kind,
he works wonders."

Daniel Webster

Foreword

Articulation – What Is It?

More and more these days, concerned educators from secondary schools and post-secondary vocational institutes are getting together and communicating about common goals. They're talking and planning about the common goals of helping to prepare their students for their lives' varied needs. Articulation is communication, communication and cooperation between secondary and post-secondary educators, designed to pave the way for the smooth progress of students through their education to a place in the world of work. This manual and the model it presents is not guaranteed to bring about total harmony and singleness of purpose among the two groups of educators mentioned. It can be safely expected, however, that the application of the plan, in an earnest effort of articulation, will bring about a measure of understanding, good will, and cooperation which will result in a substantial benefit to the students concerned.

The model presented herein is the product of much thought and research, as well as the experiences gained in a three year program of articulation conducted at the Fox Valley Technical Institute in Appleton, Wisconsin. It is also the product of a research study on the attitudes of educators toward articulation, involving the opinions of over 500 respondents.

The model was designed to be specific enough to eliminate most of the research and development effort necessary to initiate a local articulation program, and yet to be flexible enough to allow for variations in local philosophy, needs, and preferences.

Consider the basic model, apply modifications reflecting local circumstances, and you're on your way to an effective program of articulation.

Some Essential Background

Competency-Based Education

One approach to occupational education, which measures results by students' performance no matter where or how the student learned, is rapidly being adopted by educators throughout the country. This approach is referred to as competency-based instruction.

Competency-based instruction eliminates much of the uncertainty about when a student is ready to proceed to the next step in his education. Programs and courses are arranged into patterns of performance objectives. Students work on activities related to specific objectives until they can perform the activity according to criteria established by the objectives. Student and teacher alike are aware of the job to be done and are able to tell when it has been accomplished. Educators can communicate effectively with one another about the accomplishments of students, since they understand clearly their teaching objectives, methods of evaluation, and required standards of performance.

Articulation is a natural for school systems pursuing or interested in competency-based instruction. Competency-based instruction is an essential element of a successful articulation program.

Vocational Education In Wisconsin

Most of the public vocational education in Wisconsin is provided in local communities through the efforts of two separate agencies. On the secondary level, vocational education is administered by the State Department of Public Instruction (DPI) and delivered by 19 Cooperative Educational Service Agencies (CESA) and nearly 500 secondary school systems. Vocational/technical education on the post-secondary level is administered by the Wisconsin

Board of Vocational, Technical, and Adult Education (VTAE) through the 16 local VTAE districts. As in any endeavor involving two or more groups working with similar objectives, communication between them is good common sense.

High school and post-secondary school systems have evolved in Wisconsin as separate and self-contained systems. This division into lower and higher educational levels, has come to seem perfectly natural. Countless practices are based upon and reinforce this division, including the notion that completion of the 12th grade should be prerequisite for entry into post-secondary institutions.

There are many reasons why the strong dichotomy between the two levels of education should be questioned. These reasons will be developed in the next section.

Why Articulation?

The need for a more effective continuum of learning has become more clearly defined in recent years. An increasing number of young people are entering occupational training after graduating from high school. Comprehensive high school vocational programs are being developed in more and more communities. Evolving social needs point to an era of lifetime learning in which educational activities occupy a substantial portion of a person's life. Many young people today are physically, socially, and intellectually more advanced than their parents were at the same age. The educational system has not fully adjusted to these changes.

Most educators agree that overlapping curriculums in secondary and vocational schools often waste time and fail to challenge many young people. It is difficult, at times, to distinguish between the objectives and methods of instruction used in the two levels of institutions. While some repetition is desirable, the level of overlap in common practice should be investigated. Further, the need for flexibility in curriculum and student options to limit content duplication cannot be denied.

There is one last, compelling case for an increase in articulation activities. The rising cost of education and increasing taxpayer concern is creating a nationwide tendency to view vocational education as a single budgetary package, and to press for better coordination of its diverse elements. These issues of fiscal responsibility cannot be ignored.

The Model and Its Role

Why A Model?

This brief review suggests that changes need to take place to improve articulation practices, with the objective of aiding student progress through the education continuum, while reducing student time and cost commitments. Such changes will take place best if there is a systematic plan which can be implemented by vocational educators working in systems throughout Wisconsin. Such a plan must be concerned with the student, the teacher, the curriculum, and the institution.

The suggested model was developed after a thorough review of current literature related to curriculum articulation and following an extensive survey among over 500 vocational educators. It is stated in broad enough terms to allow for local input of philosophy, needs, and preferences. It should be considered a skeleton plan to be interpreted and modified into a program of articulation which has the best chance of succeeding under a prevailing set of local circumstances.

Vocational education must be viewed as a continuous process which begins early in a student's life and continues as long as the student participates in a vocational education program. Articulation, viewed in this sense, is a recognition of the student as the focal point of learning, with student needs being of prime importance; student needs — not the needs of the program, or of the institution, or of other vested interests.

Seven Key Elements

The articulation model consists of sequential activities organized under four major categories. The specific sequence need not be followed religiously, because articulation cannot succeed without the commitment of the educators who are involved in the process. Obtaining this commitment may involve some compromise and minor deviation from the specifics of the model. There are several important elements, however, which are absolutely essential to successful curriculum articulation.

PLANNING

There must be effective planning involving the staff from both levels of institutions. The faculty must be

directly involved in the operational phase if it is to have any appreciable impact on actual school practices.

COMPETENCY-BASED DELIVERY

There must be a commitment to competency-based instruction as the vehicle for delivery of vocational education.

JOB TASK RELATED INSTRUCTION

There must be a recognition that vocational-technical instruction, in order to be relevant, should be based on careful analysis of tasks actually performed on the job.

PROGRAM FLEXIBILITY

Post-secondary schools must develop programs which have the flexibility to grant incoming students advanced standing and school credits for past learning experiences. These programs may vary from school to school but should provide opportunities for early completion of graduation requirements.

IMPLEMENTATION CONSISTENT WITH LOCAL PHILOSOPHY, NEEDS, AND PREFERENCES

The implementation phase, with constant progress monitoring, moves forward from school to school based on priorities established by the faculty and the administration of each school. There are no attempts to change the overall philosophy, objectives, instructional methodology, or management of individual schools. Rather, there is an effort to preserve those characteristics while outlining suggested criteria which will be helpful to students of participating schools. The only requirement of participating staff is a commitment to continuous communications with other educators, at both levels, and a desire to strive toward fulfillment of the articulation priorities and goals.

STAFF IN-SERVICE PROGRAMS

There is a need for continuous in-service activities to enable vocational educators to develop new skills in analyzing survey data, writing instructional objectives, preparing instructional materials, and evaluating student performance.

PROGRESS REVIEW AND EVALUATION

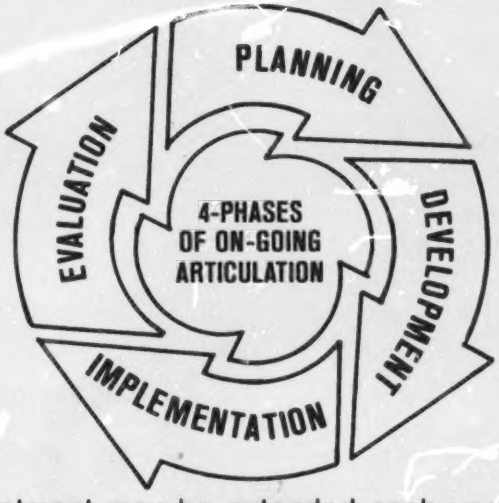
The last step in the articulation sequence is the evaluation at year's end of the efforts expended in the total program and by individual schools. Since the process is self-reviewing, the last step in this sequence is to start over again following an assessment of the completed activities.

Articulation - The Process Specifics

The Planning Phase

The planning phase contains the most critical activities in the entire process. With careful planning, future problems are anticipated and solutions planned.

To begin the activities, the administrator of instructional services of the district VTAE school calls an organizational meeting. (1.1.1)[1] Invited to this meeting are all District Local Vocational Education Coordinators (LVEC's) and post-secondary vocational supervisors. To provide leadership for the project, a steering committee is formed composed of vocational educators from both levels of institutions. (1.1.2) (1.1.3) A committee of eight persons is suggested, with each member representing different vocational disciplines. An ideal committee might be made up of five instructors, two members who supervise or coordinate vocational programs, and one vocational guidance counselor. Members of the articulation steering committee are appointed based on their diversity of subject areas, their leadership abilities, and their willingness to spend the time to be active members of the committee. The committee members serve for one year and their



appointment may be extended each year by a consensus of LVEC's and supervisors.

A first order of business for the steering committee is to survey the district vocational staff to identify local needs, priorities and preferences regarding articulation. (1.2) As this survey is analyzed and interpreted, general objectives are formulated, tentative priorities are established, and a five-year plan of activities is developed. (1.3) Because of

[1] Numbers in parentheses correlate text explanations with specific activities depicted in THE ARTICULATION MODEL in the Appendix.

staffing and budgetary limitations, articulation activities are generally restricted to one or two program areas each year.

An important consideration early in the calendar of activities is submitting a federal project proposal to seek funds for financing the articulation activities. (1.4) Federal projects should be prepared no later than March of the year in which fall school-term activities are to begin.

After the program areas are identified, all district vocational instructors active in these program areas are invited to attend an orientation meeting. (1.5.1) Related subject area instructors are also invited as deemed necessary by the steering committee. Near the conclusion of the meeting, instructors are asked to indicate their willingness to participate in the program. (1.5.2) It should be noted that participants are paid for the time they spend working on the articulation project outside of their regular work assignment. Travel and other expenses are also paid.

Final selection of participants is made by the steering committee and is based upon the level of interest shown and the projected availability of funds. (1.5.3) It is recommended that a majority of secondary schools within the district be represented in the project and that the majority of post-secondary instructors who teach in the program area being studied also participate. It is also important that communications be maintained among the secondary and post-secondary administrators in order that all are informed concerning the progress of the project.

Next, a job description is written for the project coordinator. (1.6.1) A coordinator is appointed from among the LVEC's and vocational supervisors for each program area covered by the project. (1.6.2) A copy of the job description is forwarded to the individual's immediate supervisor for approval, since considerable time will need to be allotted to the coordinator to provide the necessary leadership.

Under the leadership of the articulation coordinator, specific objectives are written and in-service activities are planned. A project calendar is developed and a newsletter is prepared and mailed to all participants. (1.7.1-1.7.4)

A project budget is now prepared and submitted to the technical school director. At the same time, the budget is reviewed by secondary and post-secondary administrators and submitted to boards of education for an analysis of potential funding sources and for appropriations. (1.8.1-1.8.3) Administrative involvement and a definite budgetary commitment are crucial to an effective articulation program. (1.8.4)

The Development Phase

Since the delivery vehicle for curriculum articulation is competency-based instruction, the first general meeting of the voluntary participants contains in-service activities dealing with that topic. (2.1) During the first meeting, participants are also apprised of the potential use of V-TECS curriculum materials in the project. Wisconsin is a member state in the V-TECS consortium and materials which have been developed are available for use by both secondary and post-secondary vocational educators. V-TECS materials include data obtained in carefully conducted task surveys. Task guides, behavioral objectives for the tasks, suggested equipment lists, and recommended resources are provided, eliminating much of the planning effort normally required in curriculum design. (2.2.1)

In addition to a screening of V-TECS materials, an ERIC search is recommended as an early development activity. (2.2.2) This search will uncover previously conducted task surveys and analyses which can be readily obtained for review by the instructors. It may also lead to task inventory instruments which will be applicable to the project. (2.2.3)

Following this research activity, a task inventory plan is developed. (2.3.1) The instrument is selected or developed and job descriptions are prepared for each job to be surveyed. After identifying an appropriate sample population, the task survey is conducted by project participants (2.3.2-2.3.6).

The task survey data is tabulated and preliminary analysis of the data is written. (2.3.7-2.3.8) Four important facts are analyzed for each task:

1. How frequently is the task conducted?
2. How difficult is the task?
3. What equipment is needed to perform the task?
4. Should the task be taught in school or can it be best learned on the job?

Following a review of the data by the advisory committee, (2.4) the participating teachers meet and agree upon the tasks which will be taught for each job classification. (2.5.1) These tasks are expressed as competencies and specific objectives are written. (2.5.2-2.5.3) If V-TECS materials are available for the jobs which are to be surveyed, almost all of the time consuming effort involved in conducting and analyzing the survey and writing the objectives is eliminated. However, the V-TECS data should be carefully reviewed by the instructors and advisory committee and modified as needed for local use.

Following the task analysis and the writing of objectives, instructional activities need to be identified for each objective. An in-service program is suggested on the topic of preparing instructional

materials. (2.6) This program will help teachers acquire needed competencies related to the development of individualized study units. Instructional objectives are grouped into units, (2.7.1) and the units are arranged in a logical sequence to ensure effective learning. (2.7.2) Following a review of progress by the advisory committee, (2.8) learning modules are prepared. Effective learning modules provide for alternative learning activities and appropriate resources, as well as the necessary evaluation instruments. (2.9.1-2.9.4)

An essential element of the Development Phase is the design of a management system to ensure that accurate records will be kept as students progress through programs and from one institution to another. (2.11) It is suggested that a progress card be prepared which lists each of the competencies required for the job. The card should include a check-off system for the instructor to initial as the student completes each task. (2.11.1) A filing system that provides for orderly storage and access to all curriculum materials is a necessary part of the total management system. (2.11.2)

The Implementation Phase

During the Implementation Phase, instruction begins and progresses. Though specific activities may vary from school to school, during this phase project participants field test the learning modules which were developed and meet periodically to review progress. (3.3.1)

It is recommended that one copy of all the materials developed under each project be distributed to each of the schools in the district, following field testing and evaluation of the materials. (3.3.2) A statewide dissemination system would be a useful and appropriate means of ensuring that instructional materials developed in articulation projects throughout the state are efficiently and effectively shared by vocational educators.

Many students who complete comprehensive high school vocational programs enter employment directly upon graduation from high school. Those students, however, who enter post-secondary vocational/technical schools, (3.8) should receive recognition for past learning experiences. This may take the form of gaining credits through advanced standing examinations, or through the automatic granting of credit for competencies mastered in high school and certified by the secondary school instructor. (3.9) Still other students may receive credit for portions of courses which are offered at

the technical school. This procedure, referred to as advanced placement, gives the student partial credit for a course, based on the competencies completed and verified or demonstrated. This permits the student to complete a course sooner than the usual time commitment required for the course. It should be noted that a recently issued Policy Announcement of the Wisconsin Board of Vocational, Technical and Adult Education mandates that district VTAE schools ". . . develop and publish policies and procedures . . . which permits advanced standing evaluation . . ." To accommodate this new policy in an orderly way, the technical school must have flexible programs with support systems that will accommodate an articulated curriculum. Open-entry/open-exit systems, advanced standing, self-paced learning, flexible scheduling, and new methods of instructional delivery are elements that enhance the success potential of school systems pursuing articulation activities.

The Evaluation Phase

The final phase of the articulation model outlines the evaluation design. It is recommended that an in-service program dealing with the topic be included in each project. (4.1) During this program, various evaluation systems should be examined and the ground work laid for the evaluation activities. Included in these activities is the validation of tasks, competencies, and objectives. (4.2) Also, learning modules are reviewed and revised (4.3) and follow-up studies conducted among the students who were enrolled in the vocational programs. (4.4-4.5) The advisory committee members and participants are all involved in the Evaluation Phase in order to ensure that curriculum articulation projects are continually improved. (4.7)

Finally, some questions need to be asked regarding the effectiveness of the articulation model. (4.8) Has the model served the needs of the project staff in providing a systematic guideline for the total project? Should some elements of the model be modified to better meet the existing needs? It should be kept in mind that a model is but a tool for maximizing the return from the resources invested. If the needs call for it, the model should be modified.

Summary

We have looked at one model which has as its objective the planning, development, implementation, and evaluation of joint curriculum projects among secondary and post-secondary vocational educators. The model hypothesizes that articulation between the two levels of vocational education will occur best if instructors from each type of institution identify with and communicate about a common goal. That goal must have among its components the desire to facilitate the transition of students between secondary and post-secondary institutions. It must seek to allow students to move with continuity, without hindrance, through levels of the educational process.

It is obvious that a plan for articulation in one district may not be completely applicable to the needs of another district. Basic to any plan, however, is the fostering of proper attitudes by all educators toward the general concept of articulation.

Like any creative enterprise, the articulation process is never completely finished. Agreements and procedures need review and revision. New personnel need orientation. Communication between sectors of the vocational education delivery systems must be established and kept open.

Separation, which was the vehicle for establishing identity and strength by the pioneers of vocational education, has reached the point of diminishing returns. Society and professional educators have come to realize that each component unit of the educational system must be in its place, interconnected to form a true continuum. This does not mean the loss of purpose, mission, or identity of each unit. It does mean, however, that vocational education in Wisconsin cannot have a delivery system which has its individual components going in opposite or independent directions.

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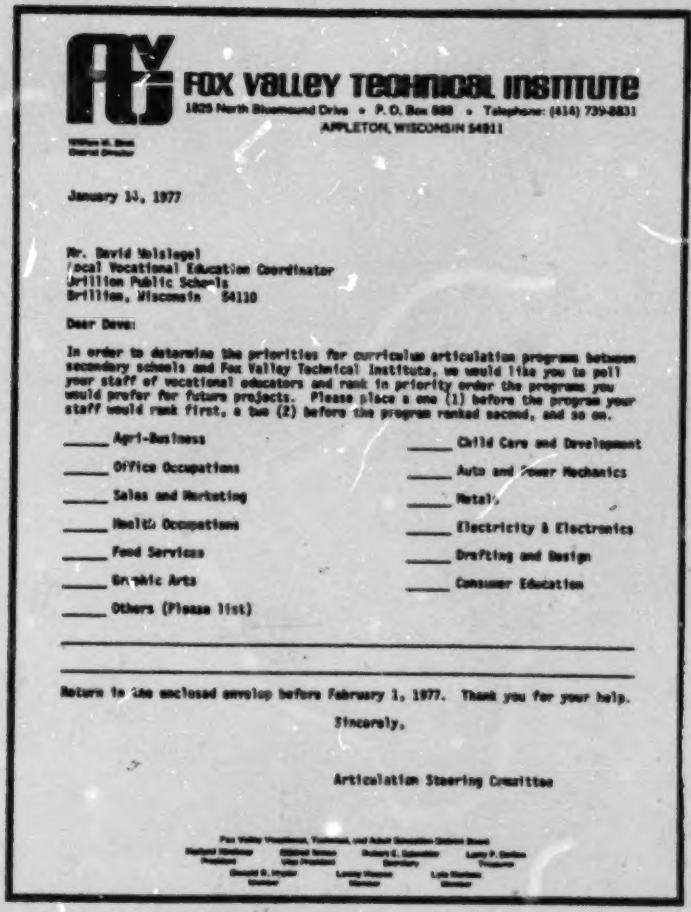
Survey To Identify Needs



FOX VALLEY TECHNICAL INSTITUTE
1825 North Bluemound Drive • P.O. Box 889 • Telephone: (414) 739-8831
APPLETON, WISCONSIN 54911

January 14, 1977

Mr. David Wahlagel
Local Vocational Education Coordinator
Brillion Public Schools
Brillion, Wisconsin 54110

Dear Dave:

In order to determine the priorities for curriculum articulation programs between secondary schools and Fox Valley Technical Institute, we would like you to poll your staff of vocational educators and rank in priority order the programs you would prefer for future projects. Please place a one (1) before the program your staff would rank first, a two (2) before the program ranked second, and so on.

_____ Agri-Business
_____ Office Occupations
_____ Sales and Marketing
_____ Health Occupations
_____ Food Services
_____ Graphic Arts
_____ Others (Please list)

_____ Child Care and Development
_____ Auto and Power Mechanics
_____ Metal
_____ Electricity & Electronics
_____ Drafting and Design
_____ Consumer Education

Return in the enclosed envelop before February 1, 1977. Thank you for your help.

Sincerely,

Articulation Steering Committee

Appendix – Item 1.5.1/A

Invitation Letter To Vocational Educators To Attend Orientation Session

FOX VALLEY TECHNICAL INSTITUTE

1825 North Bluemound Drive P.O. Box 2277 Telephone: (414) 739-8831
APPLETON, WISCONSIN 54911
"Equal Opportunity Employer"

October 31, 1976

Mr. Daniel Samson
Hortonville High School
211 Towne Drive
Hortonville, WI 54944

Dear Mr. Samson:

We are pleased that you have expressed an interest in the articulation project which involves secondary instructors and Fox Valley Technical Institute Faculty in the Drafting and Design area.

I am sure that you have many questions about the project and for this reason, I would like to extend an invitation to you to attend a special orientation session at Fox Valley Technical Institute on Thursday, November 11, beginning at 5:00 p.m. in the school auditorium. Following brief introductory remarks, dinner will be served, compliments of FVTI.

During this initial meeting, you will receive an overview of the project including objectives, expected outcome, management procedures, anticipated time requirements and future plans for the continuation of articulation activities. After we've answered your questions about the project, you'll be asked to decide whether you want to be an active participant in other activities. The meeting should end around 9:00 p.m.

I'm enclosing a card for you to complete so that we can make plans for the first meeting. Please complete the card and return it right away. If we do not hear from you we will assume that you are no longer interested.

Sincerely,

Vasant Kumar
Project Coordinator

VK/mh

Enclosure

cc: LVEC

Agenda For Orientation Meeting

FOX VALLEY TECHNICAL INSTITUTE

ARTICULATION CONFERENCE

MONDAY, MARCH 17, 1977

AGENDA

5:00 P.M.	ORIGIN OF PROJECT - KEN PETERSON, LVEC, NEENAH
	OBJECTIVES OF PROJECT - STAN SPANBAUER, ADMINISTRATOR FOX VALLEY TECHNICAL INSTITUTE
6:00 P.M.	DINNER
7:00 P.M.	"FOX VALLEY TECHNICAL INSTITUTE - TO MEET THE CHALLENGE OF TOMORROW"
7:20 P.M.	CURRENT HAPPENINGS IN BUSINESS EDUCATION AT FVTI
	CLERICAL-SECRETARIAL PROGRAMS - NANCY WITTROCK
	OFFICE COMMUNICATIONS - FRED TIMM
	OFFICE MATHEMATICS - JUDY ARNDT
8:15 P.M.	PROJECT DETAILS - STAN SPANBAUER
	ACCOUNTING PROCEDURES
	TRAVEL AND EXPENSE FORMS
	PAYROLL CARDS
8:40 P.M.	QUESTION AND ANSWER SESSION
9:00 P.M.	ADJOURNMENT

Willingness To Participate Survey

JOINT CURRICULUM DEVELOPMENT PROJECT

Postscript: November 13, 1976 Conference

Please complete and return to Stan Spanbauer at the end of tonight's conference.

Name _____

High School District _____

_____ Yes, I am interested in continuing with this articulation project.

Please indicate your first, second and third (if applicable) choices of subject areas in which you are interested in working:

_____ Related English
_____ Related Mathematics
_____ Business Machines
_____ Typing
_____ Shorthand
_____ Office Practice and Procedures
_____ Office Accounting
_____ Filing

_____ I will be able to attend the March 24 meeting.

_____ I will not be able to attend the March 24 meeting. (Materials will be sent to you.)

_____ No, I have decided that I am no longer interested in participating.

Comments and suggestions: _____

_____

_____

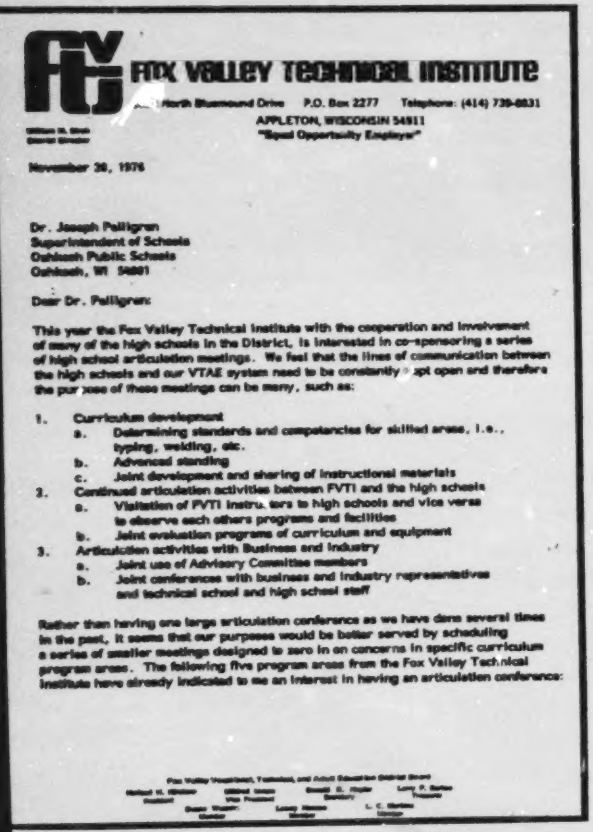
_____

_____

_____

_____

Progress Letter To School Administrators



FOX VALLEY TECHNICAL INSTITUTE

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[illegible]
District Director

November 28, 1976

Dr. Joseph Pelligren
Superintendent of Schools
Oshkosh Public Schools
Oshkosh, WI 54901

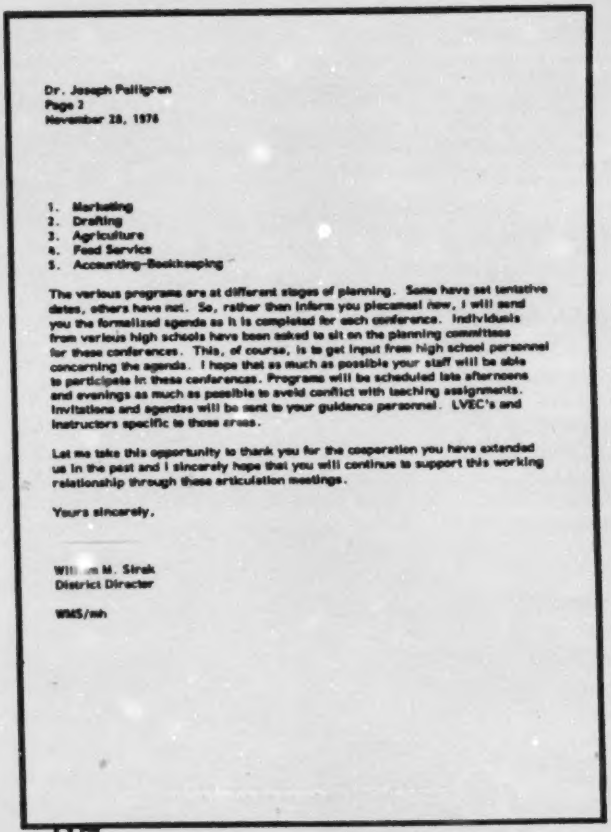
Dear Dr. Pelligren:

This year the Fox Valley Technical Institute with the cooperation and involvement of many of the high schools in the District, is interested in co-sponsoring a series of high school articulation meetings. We feel that the lines of communication between the high schools and our VTAE system need to be constantly kept open and therefore the purposes of these meetings can be many, such as:

1. Curriculum development
   a. Determining standards and competencies for skilled areas, i.e., typing, welding, etc.
   b. Advanced standing
   c. Joint development and sharing of instructional materials
2. Continued articulation activities between FVTI and the high schools
   a. Visitation of FVTI instructors to high schools and vice versa to observe each others programs and facilities
   b. Joint evaluation programs of curriculum and equipment
3. Articulation activities with Business and Industry
   a. Joint use of Advisory Committee members
   b. Joint conferences with business and industry representatives and technical school and high school staff

Rather than having one large articulation conference as we have done several times in the past, it seems that our purposes would be better served by scheduling a series of smaller meetings designed to zero in on concerns in specific curriculum program areas. The following five program areas from the Fox Valley Technical Institute have already indicated to me an interest in having an articulation conference:

Fox Valley Vocational, Technical, and Adult Education District Board
[illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible] [illegible]



Dr. Joseph Pelligren
Page 2
November 28, 1976

1. Marketing
2. Drafting
3. Agriculture
4. Food Service
5. Accounting-Bookkeeping

The various programs are at different stages of planning. Some have set tentative dates, others have not. So, rather than inform you piecemeal now, I will send you the formalized agenda as it is completed for each conference. Individuals from various high schools have been asked to sit on the planning committees for these conferences. This, of course, is to get input from high school personnel concerning the agenda. I hope that as much as possible your staff will be able to participate in these conferences. Programs will be scheduled late afternoons and evenings as much as possible to avoid conflict with teaching assignments. Invitations and agendas will be sent to your guidance personnel. LVEC's and instructors specific to those areas.

Let me take this opportunity to thank you for the cooperation you have extended us in the past and I sincerely hope that you will continue to support this working relationship through these articulation meetings.

Yours sincerely,

William M. Strek
District Director

WMS/mh

Job Description For Articulation Project Coordinator

JOB DESCRIPTION

PROJECT COORDINATOR

OFFICE OCCUPATION ARTICULATION PROJECT

1. Work with Administrator of Instructional Services in the planning and conduct of group conferences, procedures, and management of project.
2. Serve as subject-matter consultant to assist the participants of the project.
3. Coordinate the activities of the various teams of subject instructors and work out problems which arise with staff, especially those from our school.
4. Give constant advice and feedback to Project Coordinator (Administrator-Instructional Services) to make the project run smoothly.
5. Assist in the preparation of Phase II of the Project.
6. Serve as immediate supervisor of Ann Behrens as it pertains to this project.
7. Maintain necessary files of minutes, outlines, lessons, instructional materials, and other correspondence.
8. Attend group conferences and team conferences as needed.
9. As deemed necessary, participate in the group conferences by making presentations, and assisting in planning the competency-based program.
10. Participate in developing a management system to monitor student progress through occupational instruction.

Appendix – Item 1.7.3

Articulation Project Calendar Of Activities

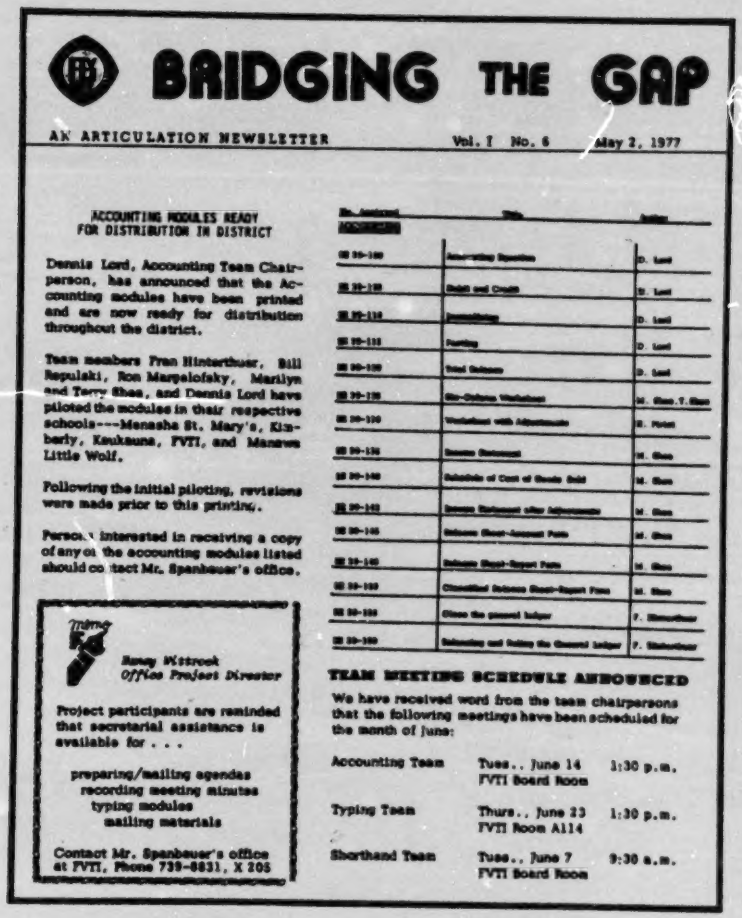
OFFICE OCCUPATIONS ARTICULATION PROJECT
Calendar of Events

PHASE I

To be Completed By	Activity
August, 1975	Project Coordinator is employed.
October, 1975	Selection of occupational training clusters for Phase I.
November, 1975	Evaluation Designed selected.
November, 1975	In-Service Training Program-Developing Competencies through Task Analysis.
January, 1976	Task Analyses completed; competencies developed and reviewed by advisory committees and consultants.
January, 1976	In-Service Training-Developing Individualized Study Units.
June, 1976	In-Service Training-Developing an Instructional Management System.
June, 1976	Individual study units completed for Phase I of Project and Management System designed.
PHASE II	
July, 1976	Learning modules reviewed by Advisory Committees and consultants.
September, 1976	Curricula implemented in selected secondary schools.
October, 1976	Selection of Occupational training clusters for Phase II.
November, 1976	In-Service Training Program-Developing Competencies through Task Analysis.
December, 1976	Evaluation of individualized materials based on evaluation design.

January, 1977	Task Analyses completed, competencies developed and reviewed by advisory committees and consultants.
January, 1977	In-Service Training-developing individualized study units.
June, 1977	In-Service Training-developing an instructional management system.
June, 1977	Evaluation of Phase I based on Evaluation Design.
June, 1977	Individual study units completed and Management System developed for Phase II.
PHASE III	
July, 1977	Learning modules reviewed by Advisory Committees and consultants.
September, 1977	Students from Phase I enter Fox Valley Technical Institute and receive advanced standing.
September, 1977	Curricula from Phase II implemented in Selected Secondary Schools.
October, 1977	Selection of Occupational training clusters for Phase III.
November, 1977	In-Service Training Program-"Developing Competencies through Task Analysis."
December, 1977	Evaluation of Individualized Materials and Phase I activities based on Evaluation Design.
January, 1978	Task analyses completed, competencies developed and reviewed by advisory committees and consultants.
May, 1978	Evaluation of Project completed as determined by Evaluation Design.

Articulation Newsletter



BRIDGING THE GAP

AN ARTICULATION NEWSLETTER Vol. I No. 6 May 2, 1977

ACCOUNTING MODULES READY FOR DISTRIBUTION IN DISTRICT

Dennis Lord, Accounting Team Chairperson, has announced that the Accounting modules have been printed and are now ready for distribution throughout the district.

Team members Fran Hinterthuer, Bill Repulski, Ron Margelofsky, Marilyn and Terry Shea, and Dennis Lord have piloted the modules in their respective schools---Menasha St. Mary's, Kimberly, Kaukauna, FVTI, and Manawa Little Wolf.

Following the initial piloting, revisions were made prior to this printing.

Persons interested in receiving a copy of any of the accounting modules listed should contact Mr. Spanbauer's office.

Nancy Wittrock
Office Project Director

Project participants are reminded that secretarial assistance is available for . . .

preparing/mailing agendas
recording meeting minutes
typing modules
mailing materials

Contact Mr. Spanbauer's office at FVTI, Phone 739-8831, X 205

No. Assigned	Title	Author
ACCOUNTING		
[illegible]	[illegible]	D. Lord
[illegible]	[illegible]	D. Lord
[illegible]	[illegible]	D. Lord
[illegible]	[illegible]	D. Lord
[illegible]	[illegible]	D. Lord
[illegible]	[illegible]	M. Shea, T. Shea
[illegible]	[illegible]	R. Polski
[illegible]	[illegible]	M. Shea
[illegible]	[illegible]	M. Shea
[illegible]	[illegible]	M. Shea
[illegible]	[illegible]	M. Shea
[illegible]	[illegible]	M. Shea
[illegible]	[illegible]	M. Shea
[illegible]	[illegible]	F. Hinterthuer
[illegible]	[illegible]	F. Hinterthuer

TEAM MEETING SCHEDULE ANNOUNCED

We have received word from the team chairpersons that the following meetings have been scheduled for the month of June:

Accounting Team	Tues., June 14 FVTI Board Room	1:30 p.m.
Typing Team	Thurs., June 23 FVTI Room A114	1:30 p.m.
Shorthand Team	Tues., June 7 FVTI Board Room	9:30 a.m.

Sample Project Budget

BUDGET

Phase 1

Salaries and wages $14,000

Fourteen thousand dollars is budgeted for professional instructors from both the secondary and post-secondary schools who will be hired for additional time to complete the task analyses, constructing individual study units, and develop the management system for the occupational training areas selected during Phase 1 of the project.

Consultants - $1,000 has been budgeted for consultants and this amount includes travel, expenses, and stipends paid to consultants who will assist in the in-service training progam and in the evaluation of the curriculum.

Clerical - $3,500 is budgeted for clerical services which will include the preparation of correspondence, the typing of task analyses, individual study units, and other materials needed for the project. It also includes duplication services for Phase I.

Employee benefits . . . . . $ 3,500

Employee benefits are computed at the rate of 20% of the cost of the salaries and wages of individuals hired in this project, and $6,210 has been budgeted for this amount.

Travel . . . . . $ 1,500

To be used for participants who travel to Fox Valley Technical Institute and to the secondary schools for curriculum development workshops and to visit other institutions to view instructional materials.

Materials and Supplies . . . . . $ 4,500

This cost includes instructional materials and supplies which will be used in the project including paper, cassette audio tapes, cassette video tapes, transparencies, and other materials of a similar nature. In addition, this amount includes approximately $4,000 to purchase instructional packages which are commercially available and would be less expensive to purchase than to produce locally.

Production . . . . . $ 3,000

Included under production costs would be the funds needed for the local production of media used in the learning modules. The cost of the audio-visual staff has been prorated so that a portion of the salaries of the graphic artist, the adule-visual specialist, and the television director and the cameraman are included.

Total Budget - Phase 1 . . . . . $26,500

Institutional Support - Phase 1. . . . . $ 5,300
Federal Funds Requested during Phase 1 . . . . . $21,200

Sample V-TECS Materials

DUTY: Cooking Food

TASK: Make Pancakes

67. PERFORMANCE OBJECTIVE:

Given the necessary equipment, supplies, ingredients, and standardized recipes, prepare four pancakes made with self-rising flour and four pancakes made with plain flour. The learner must arrive at a product that is fluffy, light, and tender. The pancakes must be rated acceptable on all characteristics shown on the checklist, as judged by the instructor. (5)

CRITERION-REFERENCED MEASURE:

Using equipment, supplies, ingredients, and standardized recipes provided by the instructor, prepare one dish each of pancakes made with self-rising flour and with plain flour.

PERFORMANCE GUIDE:

1. Gather ingredients and supplies needed.
2. Heat griddle, grease lightly.
3. Beat egg.
4. Add shortening.
5. Blend egg.
6. Sift together all dry ingredients as required in recipe.
7. Blend liquid and dry ingredients together until all dry ingredients are dampened and mixture is fairly smooth.
8. Pour 1/4 cup batter on griddle for each pancake.
9. Cook pancakes until full of unbroken bubbles; then turn to brown other side.
10. Remove from griddle.

INSTRUCTOR CHECKLIST

Make pancakes.

ACTIVITY	RATING	
	Acceptable	Unacceptable
Outside Characteristics:		
1. Shape: Uniform, fairly regular.		
2. Size: Uniform, even thickness.		
3. Color: Evenly browned on both sides.		
4. Crust: smooth, tender.		
Inside Characteristics:		
5. Color: Uniform, characteristic of type of pancakes.		
6. Grain: Fine, thin-walled cells, evenly distributed.		
7. Texture: Tender, moist--but not sticky.		
8. Flavor: Pleasing, well-blended-ed with no bitter ss.		

Appendix – Item 2.3.8

Task Survey Data

TASK INVENTORY--CLERICAL AND SECRETARIAL OCCUPATIONS — PAGE 1

GENERAL SECRETARY COMPOSITE

Directions: Check the appropriate column indicating the frequency and importance of each task.

TASK STATEMENTS — 20 RESPONSES	MEAN F	MEAN I	FREQUENCY: Does not perform	performs once a year	performs weekly	performs once a day	performs continuously	IMPORTANCE: not necessary	desirable	absolutely necessary
TYPING COMMUNICATION										
Business Correspondence										
1. Type letters in several styles from rough draft copy	4.0	2.7	2	0	4	4	10	1	4	15
2. Type letters in several styles from machine dictation	1.7	1.4	15	1	1	1	2	15	1	4
3. Type letters in several styles from shorthand notes	3.1	2.1	8	0	2	2	8	8	2	10
4. Type letters with carbon copies	4.1	2.7	3	0	1	3	13	2	1	17
5. Compose letters at the typewriter	3.1	2.1	1	3	12	1	3	2	13	5
6. Type letters with special features										
(a) Mailing notations	3.1	2.3	5	1	6	2	6	5	4	11
(b) Attention and subject lines	4.2	2.7	0	0	6	3	11	0	6	14
(c) Statistical data in tabular form	3.3	2.4	3	1	8	2	6	2	5	13
(d) Special closings	2.7	2.0	7	0	8	2	3	7	6	7
(e) Postscripts, enclosure notations, and carbon notation	4.3	2.7	0	0	5	3	12	0	5	15
(f) More than one page	3.2	2.5	2	1	10	4	3	2	5	13
(g) Special-sized stationery	2.0	2.0	11	1	5	2	1	9	2	9
7. Type addresses on envelopes of several sizes	1.8	2.5	2	2	3	4	9	1	7	12
8. Type and route interoffice memorandums	3.1	2.2	6	3	2	2	8	6	4	10
9. Type special notations on envelopes	3.1	2.1	3	2	8	4	3	3	11	6

Background Information on Respondents

Number of years experience as office worker

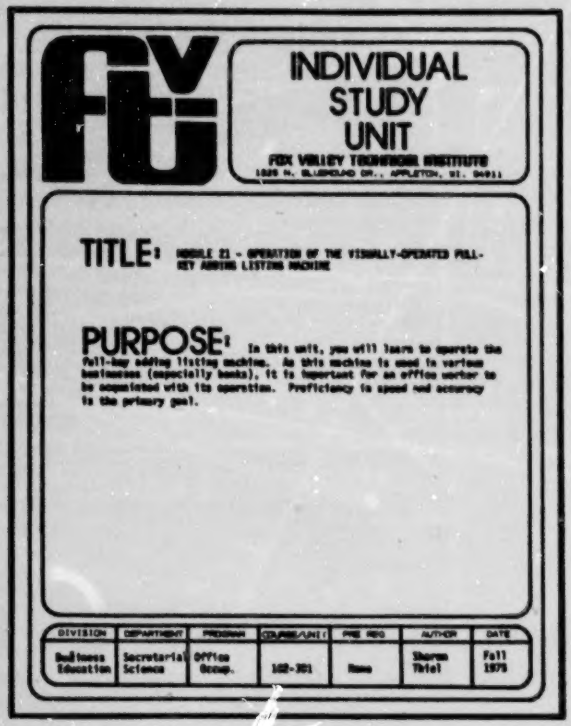
a. None	0
b. 0-3 years	4
c. 4-7 years	8
d. 8-11 years	4
e. 12-15 years	1
f. 16-19 years	0
g. 20 years or over	3

Number of years in present position

a. 0-3 years	15
b. 4-7 years	4
c. 8-11 years	0
d. 10-15 years	1
e. 16-19 years	0
f. 20 years or over	0

25

Sample Learning Module



INDIVIDUAL STUDY UNIT

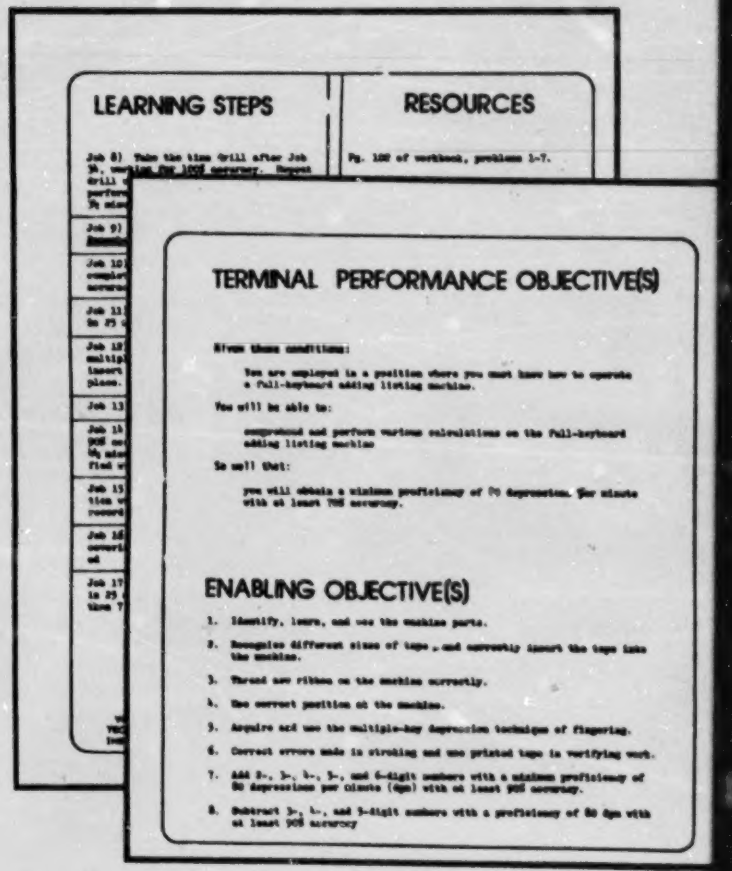
FOX VALLEY TECHNICAL INSTITUTE

1825 N. BLUEMOUND DR., APPLETON, WI. 54911

TITLE: MODULE II - OPERATION OF THE VISUALLY-OPERATED FULL-KEY ADDING LISTING MACHINE

PURPOSE: In this unit, you will learn to operate the full-key adding listing machine. As this machine is used in various businesses (especially banks), it is important for an office worker to be acquainted with its operation. Proficiency in speed and accuracy is the primary goal.

DIVISION	DEPARTMENT	PROGRAM	COURSE/UNIT	PRE REQ	AUTHOR	DATE
Business Education	Secretarial Science	Office Occup.	102-201	None	Sharon Thiel	Fall 1975



LEARNING STEPS

RESOURCES

Pg. 100 of workbook, problems 1-7.

TERMINAL PERFORMANCE OBJECTIVE(S)

Given these conditions:

You are employed in a position where you must know how to operate a full-keyboard adding listing machine.

You will be able to:

comprehend and perform various calculations on the full-keyboard adding listing machine

So well that:

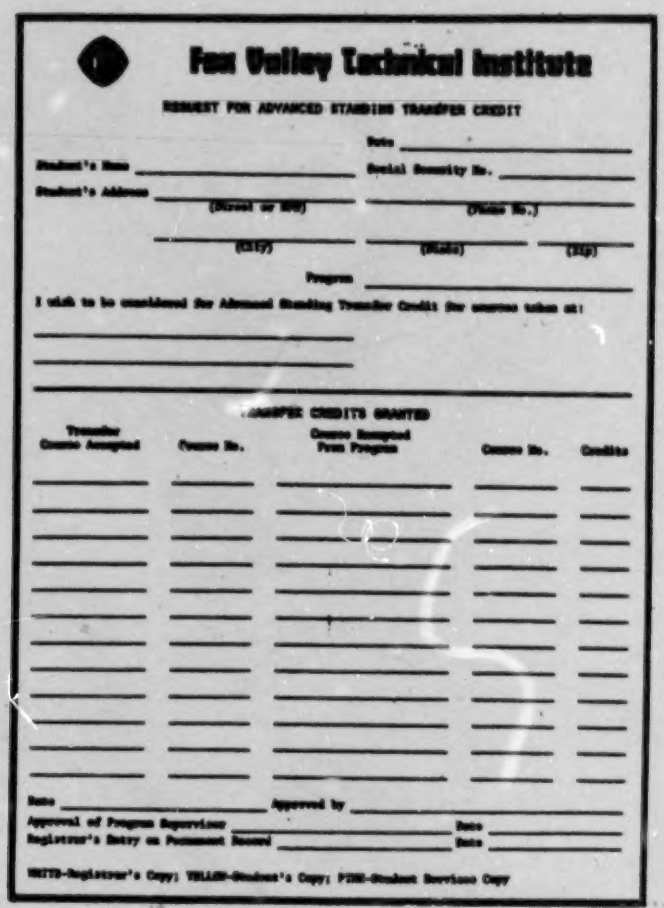
you will obtain a minimum proficiency of 70 depressions per minute with at least 90% accuracy.

ENABLING OBJECTIVE(S)

1. Identify, learn, and use the machine parts.
2. Recognize different sizes of tape, and correctly insert the tape into the machine.
3. Thread new ribbon on the machine correctly.
4. Use correct position at the machine.
5. Acquire and use the multiple-key depression technique of fingering.
6. Correct errors made in striking and use printed tape in verifying work.
7. Add 2-, 3-, 4-, 5-, and 6-digit numbers with a minimum proficiency of 80 depressions per minute (dpm) with at least 90% accuracy.
8. Subtract 3-, 4-, and 5-digit numbers with a proficiency of 80 dpm with at least 90% accuracy

Only 3 of 4 sheets shown as sample.

Request For Advanced Standing



Fox Valley Technical Institute

REQUEST FOR ADVANCED STANDING TRANSFER CREDIT

Date _____

Student's Name _____ Social Security No. _____

Student's Address _____ _____
(Street or RR#) (Phone No.)

_____ _____ _____
(City) (State) (Zip)

Program _____

I wish to be considered for Advanced Standing Transfer Credit for courses taken at:

_____

_____

_____

TRANSFER CREDITS GRANTED

Transfer Course Accepted	Course No.	Course Exempted From Program	Course No.	Credits

Date _____ Approved by _____

Approval of Program Supervisor _____ Date _____

Registrar's Entry on Permanent Record _____ Date _____

WHITE-Registrar's Copy; YELLOW-Student's Copy; PINK-Student Services Copy

Appendix – Item 4.3

Learning Module Evaluation Sheet

ARTICULATION PROJECT

EVALUATION OF MODULES

School _____

Instructor _____

Telephone Number _____

Course Name _____

Module Number _____

Average Hours to Complete _____

Number of Students Completing Module _____

Grade Level (s) _____

Please rate each of the following statements and indicate your comments in the space provided.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The module sufficiently covers content as indicated by the purpose.	1	2	3	4	5
2. The module was of adequate length. (Did it include too much repetition or unneeded material or insufficient material?)	1	2	3	4	5
3. The average student was able to obtain the competency given for the module within a reasonable time. What changes, if any, would you recommend?	1	2	3	4	5
4. Students were able to adjust to the format easily. (If not, which elements seemed most difficult to them?) Indicate where directions were not clear.	1	2	3	4	5

5. Would you like to see more student helps provided in the module, i.e., trial tests and keys, exercises, post-tests, etc.? If so, please indicate where directions were not clear.

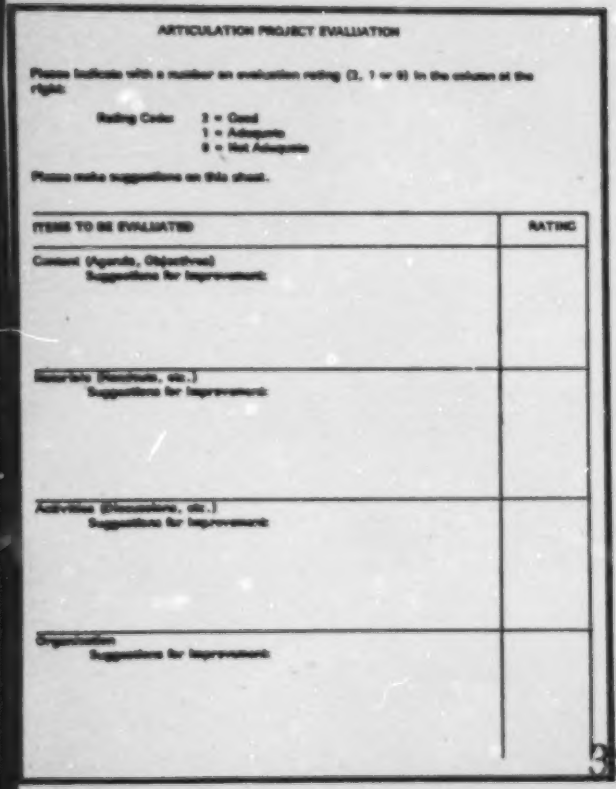
6. Did you use supplementary materials or resources to this module? Please list. Or did you use this module as a supplement to other materials? Please indicate.

7. Were the resources available to you? If not, were you able to use it?

8. Do you plan to use the module again? What changes, other than those you have already indicated, would you like to see made in the module?

Appendix – Item 4.6

Participants' Evaluation Of Project



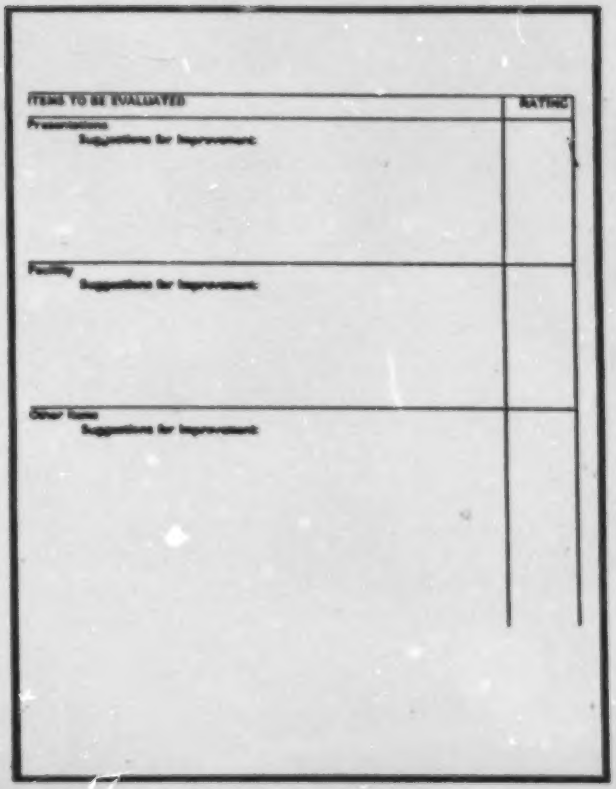
ARTICULATION PROJECT EVALUATION

Please indicate with a number an evaluation rating (2, 1 or 0) in the column at the right.

Rating Code: 2 = Good
1 = Adequate
0 = Not Adequate

Please make suggestions on this sheet.

ITEMS TO BE EVALUATED	RATING
Content (Agenda, Objectives) Suggestions for Improvement:	
Materials (Handouts, etc.) Suggestions for Improvement:	
Activities (Discussions, etc.) Suggestions for Improvement:	
Organization Suggestions for Improvement:	



ITEMS TO BE EVALUATED	RATING
Presentations Suggestions for Improvement:	
Facility Suggestions for Improvement:	
Other Items Suggestions for Improvement:	

The Articulation

Planning

1.1 Steering Committee is Formed
- 1.1.1 Organizational Meeting held
- 1.1.2 LVEC's appoint members
- 1.1.3 Technical School appoints members

1.2 District Vocational staff surveyed*

1.3 Survey analyzed by steering committee
- 1.3.1 Objectives formulated
- 1.3.2 Priorities established
- 1.3.3 Program area selected for current year
- 1.3.4 Five year plan developed*
- 1.3.5 Tentative budget prepared

1.4 Federal Project written

1.5 Project participants selected
- 1.5.1 Orientation meeting held*
- 1.5.2 Instructors volunteer to participate*
- 1.5.3 Participants selected
- 1.5.4 School administration receives progress report*

1.6 Project Coordinator selected
- 1.6.1 Coordinator's job description written*
- 1.6.2 Individual appointed
- 1.6.3 Job description and appointment approved by individual's supervisor

1.7 Project activities planned
- 1.7.1 Objectives written
- 1.7.2 In-service activities identified
- 1.7.3 Project calendar developed*
- 1.7.4 Newsletter prepared and mailed to participants*

1.8 Project budget adopted
- 1.8.1 Budget prepared*
- 1.8.2 Budget submitted to VTAE School Board
- 1.8.3 Budget submitted to Secondary School Boards
- 1.8.4 Budget approved

FROM EVALUATION

Note: Asterisked items have related materials enclosed in Appendix. These materials are identified by the same reference number as the asterisked items.

(CONTINUED ON NEXT PAGE) 10

Model

Development

2.1 First Workshop Session Held
- 2.1.1 Participants receive orientation*
- 2.1.2 In-service training provided in competency-based instruction

2.2 Program Area Researched
- 2.2.1 V-Tecs materials screened
- 2.2.2 ERIC Research conducted
- 2.2.3 Other task inventories studied
- 2.2.4 Existing task analysis materials adopted (if appropriate)

2.3 Task Analysis Conducted
- 2.3.1 Task inventory plan developed
- 2.3.2 Instrument selected or developed
- 2.3.3 Job descriptions written
- 2.3.4 Sample population selected
- 2.3.5 Survey assignments made
- 2.3.6 Task survey conducted
- 2.3.7 Task survey data tabulated
- 2.3.8 Preliminary analysis written*

2.4 Data Reviewed By Advisory Committee

2.5 Instructional Content Defined
- 2.5.1 Tasks selected and agreed upon
- 2.5.2 Tasks converted to competencies
- 2.5.3 Specific objectives written

2.6 In-Service Program Held On Developing Instructional Materials

2.7 Units Of Study Defined
- 2.7.1 Units determined
- 2.7.2 Units sequenced

2.8 Progress Reviewed By Advisory Committee

2.9 Learning Modules Prepared*
- 2.9.1 Alternate learning activities designed
- 2.9.2 Resources identified
- 2.9.3 Pre-test developed
- 2.9.4 Criterion exam written

2.10 Evaluation Design Completed

2.11 Management System Completed
- 2.11.1 Student progress card* prepared
- 2.11.2 Filing system organized

(CONTINUED ON NEXT PAGE)

Implementation

- **3.1 Students Counseled Into Programs**
  - 3.1.1 Students receive program sequence information
  - 3.1.2 Students interest-tested
- **3.2 Students Scheduled Into Courses**
- **3.3 Instruction Begins And Progresses**
  - 3.3.1 Learning modules field tested
  - 3.3.2 Module evaluations conducted
- **3.4 Project Participants Review Progress**
- **3.5 Advisory Committee Reviews Progress**
- **3.6 Student Progress Cards Continuously Updated**
- **3.7 Students Graduate From High School**
- **3.8 Students Enroll In Voc./Tech. School**
  - 3.8.1 Students receive orientation
  - 3.8.2 Students tested
  - 3.8.3 Students apply for advanced standing
- **3.9 Advanced Standing Evaluations Completed And Credit Granted**
- **3.10 Instruction Begins**
- **3.11 Students Complete Program Requirements**
- **3.12 Students Graduate**

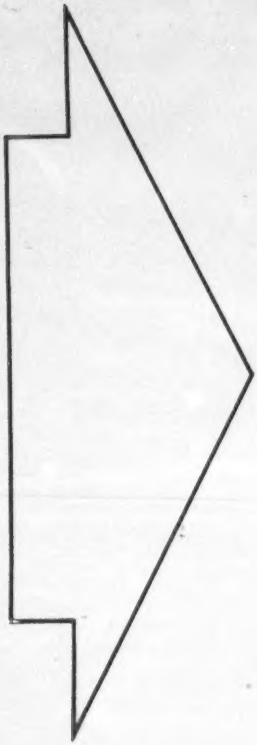
(CONTINUED ON NEXT PAGE)

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 2 4 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Evaluation



- 4.1 In-Service Program Held On Evaluation
- 4.2 Tasks Are Validated
  - 4.2.1 Competencies updated
  - 4.2.2 Objectives revised
- 4.3 Learning Modules Reviewed And Revised*
- 4.4 Students Evaluate Program On Completion
- 4.5 Follow-up Study Conducted
- 4.6 Participants Evaluate Project*
- 4.7 Advisory Committee Evaluates Project
- 4.8 Articulation Model Evaluated And Revised
- 4.9 Process Re-Initiated With Activity Sequence 1.00

RECYCLE TO PLANNING